



LAKE VIEW HIGH

P. O. Box 624
Lake View, SC 29563

Grades	8-12 High School	
Enrollment	333 Students	
Principal	Edison Arnette	843-759-3010
Superintendent	Stephen Laird	843-759-3001
Board Chair	Earl Gleason, Jr.	843-464-2288

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Average	At-Risk
2009	Excellent	Good
2008	Excellent	Good
2007	Good	Excellent
2006	Average	Average

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

ABSOLUTE RATINGS OF HIGH SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
1	4	20	2	0

* Ratings are calculated with data available by 03/24/2011.

High School Assessment Program (HSAP) Exam Passage Rate: Second Year Students

	Our High School			High Schools with Students Like Ours		
Percent	2008	2009	2010	2008	2009	2010
Passed 2 subtests (%)	71.4%	86.6%	68.5%	74.2%	72.7%	72.7%
Passed 1 subtest (%)	20.6%	6.0%	20.4%	13.1%	14.3%	14.7%
Passed no subtests (%)	7.9%	7.5%	11.1%	12.7%	13.0%	12.7%

HSAP Passage Rate by Spring 2010

	Our High School	High Schools with Students Like Ours
Percent	87.7%	87.9%

Four-Year Cohort Graduation Rate

	Our High School		High Schools with Students Like Ours	
	2009*	2010	2009*	2010
Number of Students in Four-Year Cohort	68	68	228	236
Number of Graduates in Cohort	61	53	161	162
Rate	89.7%	77.9%	72.9%	70.2%

*Used to calculate current AYP.

End of Course Tests

Percent of tests with scores of 70 or above on:	Our High School	High Schools with Students Like Ours*
Algebra 1/Math for the Technologies 2	66.7%	66.9%
English 1	61.5%	60.0%
Physical Science	49.4%	48.0%
US History and the Constitution	27.1%	35.4%
All Tests	50.5%	52.3%

* High Schools with Poverty Indices of no more than 5% above or below the index for this school.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	High Schools with Students Like Ours	Median High School
Students (n=333)				
Retention rate	1.2%	Up from 0.6%	3.5%	3.7%
Attendance rate	95.2%	Up from 94.3%	95.1%	95.4%
Eligible for gifted and talented	1.0%	Up from 0.0%	13.0%	12.4%
With disabilities other than speech	13.0%	Up from 12.4%	14.4%	12.8%
Older than usual for grade	9.3%	Up from 7.3%	9.5%	9.1%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	8.7%	Up from 6.1%	1.6%	1.1%
Enrolled in AP/IB programs	2.9%	Down from 7.4%	7.7%	13.1%
Successful on AP/IB exams	N/A	N/A	39.7%	50.4%
Eligible for LIFE Scholarship	26.2%	Down from 31.8%	28.8%	30.4%
Annual dropout rate	3.8%	Up from 2.1%	3.6%	3.1%
Career/technology students in co-curricular organizations	9.7%	Down from 14.7%	7.5%	2.2%
Enrollment in career/technology courses	125	Down from 158	454	424
Students participating in work-based experiences	23.7%	Down from 23.9%	12.7%	11.7%
Career/technology students attaining technical skills	84.1%	Down from 91.5%	75.9%	78.7%
Career/technology completers placed	N/A	N/A	98.0%	98.5%
Teachers (n=24)				
Teachers with advanced degrees	45.8%	Up from 44.0%	60.7%	60.4%
Continuing contract teachers	79.2%	Up from 68.0%	73.4%	76.6%
Teachers with emergency or provisional certificates	8.7%	No Change	10.4%	6.5%
Teachers returning from previous year	90.3%	Up from 83.7%	84.7%	86.8%
Teacher attendance rate	94.3%	Down from 95.4%	95.2%	95.8%
Average teacher salary*	\$42,617	Up 3.3%	\$46,504	\$47,390
Professional development days/teacher	17.0 days	Down from 20.0 days	10.0 days	10.0 days
School				
Principal's years at school	19.0	Up from 18.0	4.0	4.0
Student-teacher ratio in core subjects	20.8 to 1	Up from 19.8 to 1	25.9 to 1	25.8 to 1
Prime instructional time	86.8%	Down from 87.0%	89.1%	90.1%
Dollars spent per pupil**	\$8,914	Down 4.3%	\$8,361	\$7,974
Percent of expenditures for teacher salaries**	50.2%	Up from 48.9%	54.6%	55.4%
Percent of expenditures for instruction**	55.5%	Down from 59.8%	59.8%	60.4%
Opportunities in the arts	Good	No Change	Excellent	Excellent
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	95.5%	Up from 90.7%	94.2%	96.0%
Character development program	Below Average	Up from At-Risk	Good	Good
Modern language program assessment	N/A	N/A	Good	Average
Classical language program assessment	N/A	N/A	N/A	Average

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

Performance By Student Groups

	HSAP Passage Rate by Spring 2010		End of Course Tests Passage Rate		On-time Graduation Rate, 2010		
	n	%	t	%	n	%	Met AYP Objective
All Students	57	87.7%	281	50.5%	68	77.9%	Yes
Gender							
Male	26	88.5%	147	52.4%	31	77.4%	N/A
Female	31	87.1%	134	48.5%	37	78.4%	N/A
Racial/Ethnic Group							
White	27	85.2%	123	58.5%	32	75.0%	N/A
African American	28	92.9%	138	42.8%	34	79.4%	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	13	61.5%	N/A	N/A	N/A
Disability Status							
Disabled	N/A	N/A	31	22.6%	N/A	N/A	N/A
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Socio-Economic Status							
Subsidized meals	39	87.2%	195	47.2%	48	75.0%	N/A

NOTE: n=number of students on which percentage is calculated; t=number of tests taken.

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Report of Principal and School Improvement Council

Congratulations to the Lake View High School family! We are proud to acknowledge that once again we are privileged to be the recipients of the impressive award of the Palmetto Gold for the 2009-2010 school year. Also with this prestigious award, LVHS is proud to announce that we met AYP status. Adequate Yearly Progress (AYP) is a measurement defined by the United States federal No Child Left Behind Act that allows the U.S. Department of Education to determine how every public school and school district in the country is performing academically according to results on standardized tests. The standardized test used to measure AYP status was the HSAP, End of Course tests, and SAT. This past year, our standardized test scores were GREAT! The graduation rate continues to improve for the last three years, with an average of 87.4%. This average is higher than the state average of 73.3%. GO GATORS GO!

With all the accomplishments and achievements, Lake View High School would like to honor the hard-work of the teachers, parents, and especially the students. This success represents the high expectation and full dedication for which students as well as teachers strive to achieve. LVHS continues its commitment to the mission of developing life-long learners and responsible, productive members of society by providing academic, social, and emotional skills through cooperation of school and community.

The current success of LVHS does not finish the race for academic excellence. The road to perfection is still long and rough. Programs such as The Accelerated Reader, laptop computers, palm pilots, SAT workshops, and software packages for remediation and enrichment continue to be avenues for students to develop their skills. Many students are using the dual credit program and articulation agreements to receive a head start into their college career, considering over 50% of LVHS students seek post-secondary education. In the mist of the students' great progress, the faculty and staff also carry on the practice of aiming high. They reach high levels of self-growth through professional development in technology, instruction delivery, and knowledge of standards to continue to improve student academic performance. Our School Technical Assistance Team, school based "learning communities," and School Improvement Council strive to work together to provide research based opportunities for improving teacher skills and strategies.

Even though our best efforts are displayed, like many schools in our country, we continue to have difficulties that block our path to continued success. The following barriers only hinder but do not stop our movement forward: finding and retaining high qualified teachers, financial concerns, student apathy, parent involvement, professional training, and community support. Our parents, teachers, and community members are committed and determined to use what we have to help each and every child run the race of success and win.

Mr. Edison Arnette, Principal
Mrs. Tamara Nance-Bethea, School Improvement Council Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	25	66	22
Percent satisfied with learning environment	92.0%	74.2%	57.1%
Percent satisfied with social and physical environment	92.0%	83.3%	71.4%
Percent satisfied with school-home relations	68.0%	83.1%	66.7%

* Only eleventh grade students and their parents were included. For schools without grade eleven, only the highest grade was included.

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School Adequate Yearly Progress

YES

This school met 9 out of 9 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

N/A

School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality Data			
	Our District		State
Classes in low poverty schools not taught by highly qualified teachers	N/A		1.9%
Classes in high poverty schools not taught by highly qualified teachers	N/A		5.6%
	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	15.1%	0.0%	No

Abbreviations for Missing Data

HSAP Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient or Advanced*	District % Proficient or Advanced*	State % Proficient or Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)

All Students	54	98.1	14.9	38.3	31.9	14.9	57.4	57.4	65.9	Yes	Yes
Male	33	97	21.4	35.7	32.1	10.7	46.4	46.4	60.8	N/A	N/A
Female	21	100	5.3	42.1	31.6	21.1	73.7	73.7	71	N/A	N/A
White	18	100	5.9	29.4	35.3	29.4	76.5	76.5	77.5	I/S	I/S
African American	31	96.8	15.4	46.2	30.8	7.7	50	50	49.7	I/S	I/S
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	80.2	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	56.8	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	65.9	I/S	I/S
Disabled	7	I/S	I/S	I/S	I/S	I/S	I/S	I/S	21.3	I/S	I/S
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	I/S	N/A	N/A
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	47.3	I/S	I/S
Subsidized meals	39	97.4	20	40	22.9	17.1	54.3	54.3	51.5	Yes	Yes

Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)

All Students	54	98.1	14.9	36.2	19.1	29.8	66	66	62.3	Yes	Yes
Male	33	97	14.3	32.1	21.4	32.1	67.9	67.9	61.7	N/A	N/A
Female	21	100	15.8	42.1	15.8	26.3	63.2	63.2	63	N/A	N/A
White	18	100	11.8	41.2	0	47.1	64.7	64.7	75	I/S	I/S
African American	31	96.8	19.2	38.5	19.2	23.1	61.5	61.5	44	I/S	I/S
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	85.5	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	56.7	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	62.5	I/S	I/S
Disabled	7	I/S	I/S	I/S	I/S	I/S	I/S	I/S	22.1	I/S	I/S
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	I/S	N/A	N/A
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	52.6	I/S	I/S
Subsidized meals	39	97.4	17.1	31.4	25.7	25.7	68.6	68.6	48.1	Yes	Yes

Physical Science (End-of-Course Test performance by Group)

All Students	54	90.7	61.2	16.3	12.2	10.2	22.4	N/A	N/A	N/A	N/A
Male	33	90.9	66.7	3.3	16.7	13.3	30.0	N/A	N/A	N/A	N/A
Female	21	90.5	52.6	36.8	5.3	5.3	10.5	N/A	N/A	N/A	N/A
White	18	100.0	61.1	5.6	5.6	27.8	33.3	N/A	N/A	N/A	N/A
African American	31	87.1	59.3	25.9	14.8	0.0	14.8	N/A	N/A	N/A	N/A
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Disabled	7	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Subsidized meals	39	89.7	60.0	20.0	11.4	8.6	20.0	N/A	N/A	N/A	N/A

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

Two-Year HSAP Trend Data										
	School Year	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient or Advanced*	District % Proficient or Advanced*	State % Proficient or Advanced*

English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)										
All Students	2009	68	100	13.8	46.2	32.3	7.7	53.8	53.8	61.8
	2010	54	98.1	14.9	38.3	31.9	14.9	57.4	57.4	65.9

Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)										
All Students	2009	68	100	7.7	38.5	26.2	27.7	70.8	70.8	62.7
	2010	54	98.1	14.9	36.2	19.1	29.8	66	66	62.3

* Adjusted to account for natural variation in performance.